

The Effectiveness of the Co-Teaching Model for First Grade English Language Learners

*Lillian Crespo
Brooklyn College
Course # 7201T
Fall Semester, 2012*

Table of Contents

1. Introduction	3,4
a. Statement of the problem.....	5,6
b. Literature Review, leading research..	7
c. Statement of the hypothesis.....	8,9
2. Resources	10
3. Video clip	11

Introduction



The growing number of students enrolled in public school whose native language is not English has led to increasing attention of Bilingual Education.

According to the U.S. Department of Education Web site **Ed Data Express**, English language learners (ELLs) comprised 8.7 percent of the nation's K-12 students in 2009.

Introduction continued...

Leading theorists, specialists, as well as researchers, in the field of education debate over which method works best for ELL's.

- Marilyn Friend PhD.- Professor of Specialized Education
- Lynne Cook PhD. - Prof. from the college of Education; California State
- Andrea Honigsfeld - associated Prof. Division of Education at Molly College



What the research shows



Schools have been searching for ways to provide ELLs with access to content, and thus have begun to use co-teaching between ESL teachers and general education teachers as a means for support.

- curriculum needs to be established
- data needs to be taken and used
- individualized plans needs to be created based on the data.

Relevance in the Field of Education

The Con's:

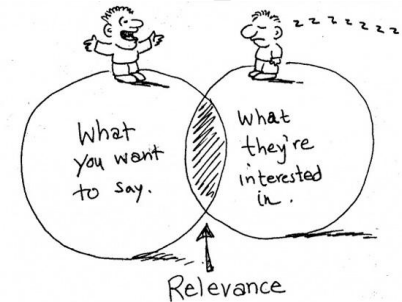
Pushing Back Against Push-In: ESOL Teacher Resistance and the Complexities of Co-teaching.

(McClure, T. & Cahnman, M. 2010)

The Pro's:

Research-Based Methods of Reading Instruction for English Language Learners Grade K-4.

(Hoffman, P. & Dahlman, A. 2007)



Literature Review - Leading Researchers

there are many models in the realm of co-teaching:

- one student group one teacher (Dove)
- one student group two teachers (Dove)
- multiple student groups two teachers (Dove)
- SIOP model (Vogt)
- Multi-lingual approach (Short)
- monolingual program (Honigsfeld)
- combination practice (Goldberg)

What is co-teaching?

Special Educator



+

General Educator



=

**Understanding of all students
Enhanced Content
Access to quality curriculum
Support for all who need it!**

- **Learning Strategist**
- Modifications & adaptations
- Motivation Strategies
- Knowledge of Special Needs

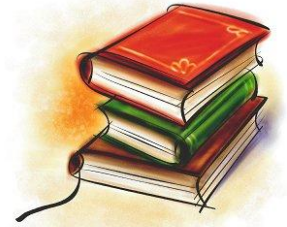
- **Content Specialist**
- Curriculum Sequence
- Instructional Objectives

Research Hypothesis

HR1: Implementation of a co-teaching strategy in ELA for an urban group of six English Language Learners four times a week for 37.5 minutes in the early morning hours of instruction (8:00 - 8:37 a.m.) will impact early language acquisition skills and will increase learning of early literacy skills.



Resources



1. Bell, A.B., Baecher, L. (2012). Points on a Continuum. *ESL Teachers Reporting on Collaboration*.
2. Hoffman, P., Dahlman, A. (2007). MAKING DECISIONS ABOUT ESL CURRICULUM. [wed blog post] minnetesol.org/blog1/wp-content/uploads/.../6_hoffman.pdf
3. Honigsfeld, A. (2009). "Not One Size Fits All" ELL's Program. Kappa Delta PI Records Summer, 166-171.
4. Njuguna, W. (2011). Teacher Collaboration in TESOL. *Education Daily*. Vol. 44 Issue 40, p 4.
5. Vaughn, S., Moody, S.W., Schumm, J.S. (1998). Broken promises: reading instruction in the resource room. *Exceptional Children Council for Exceptional Children: Academic*, Winter V64
6. Zehr, M.A. Dec 2006. Team-Teaching Helps Close Language Gap. *Education Week*, v26 n14, p26-29.

Real World Experience

https://www.youtube.com/watch?v=hadT55umZUo&feature=player_detailpage

